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The Leadership Academy Developer

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Kansas City's Central Middle School Principal Earline McKelvy with integral members of the Instructional Team.

Transformational Leadership

by Dr. Howard Jones, Project Success Coordinator

When confronted with the need to turn around a low-performing school or school district, one might ask the question, "Where do we start?" I am more and more convinced that most of us don't really understand what is involved in doing the miraculous. Most professional educators spend their entire career working in excellent or good schools. Changing the culture and expectations in a struggling school is an entirely different work. Those individuals willing to take on that special work are to be admired and respected.

My belief is that leadership is at the heart of the process to

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Department of Elementary and Secondary Education



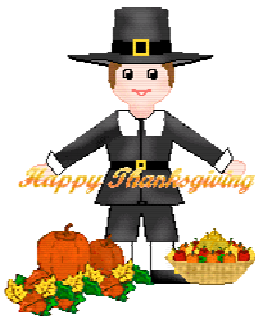
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change the performance record. Obviously, the kids have to do the work and take the tests. They have to come to school on a regular basis and not drop out. They need to take challenging classes. Students need a real focus on learning and their behavior must be consistently respectful of other students, teachers and respectful of the place called school. However, visionary leadership is needed to motivate students to take the high road, to do the hard work necessary and to create the climate where the above mentioned list of traits become the expected norm.

The faculty and staff, first and foremost believing in the ability of the students to achieve at high levels, working hard to teach a challenging and rigorous curriculum, and creating an environment where learning is relevant and often exciting, are at the center of the delivery system to transform a school. Leaders set the stage, model the work and communicate the vision with

all that is within them. The leader must draw the line in the sand and not tolerate those who don't by word and deed set the high standard.

At Kansas City Central Middle School, I have seen all of the elements needed to improve performance. The climate, capacity, willingness and vision is evident. One area, often overlooked in a school, has really impressed me. As Ms. McKelvy introduced me to various members of the faculty and staff, she introduced the security officers as vital members of the instructional team and told me about their part in the work to teach students and care for them. She also introduced a member of the custodial staff as a vital member of the instructional team. In all cases, it became clear that every staff member had a job that was important in the work. The culture can best be described as family. It takes a family with a strong leader to transform a school.



We want to wish you and your family the best during the holiday season and the upcoming year.

*Doug, Judy, Linda, Gary,
Susan, Ann, Heather, Denice.*

Vision Statement

The Leadership Academy will collaboratively create world-class school leaders for student success.

Missouri Department of Elementary and Secondary Education

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Mission Statement

The Leadership Academy will positively impact student performance by inspiring and developing highly effective school leaders.



Leadership Academy Supports Priority Schools Efforts

By Dr. Doug Miller, Coordinator of Professional Development/Leadership Academy

Established in 1985, the Leadership Academy has been supporting the development of outstanding school leaders for nearly two decades. Currently we have about 3500 school leaders responsible for the continuous improvement of Missouri Schools. The number of priority schools being identified is estimated at about 100. We continually ask ourselves what can we offer these school leaders that would help them turn their schools around?

The Leadership Academy has many programs that support school leaders. To name just a few: Vickie Bernhardt-School Portfolio; Tetra Data Management Systems; Understanding Poverty Series-Ruby Payne; Leading Conversation Around School Reform; Performance Based Teacher Evaluation; Performance Based Administrator Evaluation; Professional Development Series; Satellite Academy Program; Regional Professional Development Centers; School Reform Initiatives; High Schools That Work; National Board Certification; Technology Leadership Academy; State Action on Educational Leadership Policy. The



Academy has brought hundreds of experts and programs into Missouri to help nurture and grow Missouri's best leaders. The Academy web site www.dese.state.mo.us/divteachqual/leadership/ is full of resources that can help these leaders. We recently offered \$500 vouchers to those schools that were identified as priority schools.

So we have programs, funding and outside expertise all available to assist those school leaders who ask. What else could we offer? House Bill 1711 provides that those schools identified could develop a mentoring program for those school leaders. In response to this new bill, we in the Academy are developing nine demonstration sites that will collaboratively develop new models of mentoring for school leaders, both principals and superintendents are included in these new models. We hope to scale up a model available

shortly for broader dissemination. Helping these school leaders overcome the feelings of aloneness and the anxieties associated with rapid change is just a part of what these new mentoring efforts will provide.

Finally, we have been conducting our own research on what works for school leaders. The results of this research tell us that when a school has a highly effective instructional leader who is able to create collaboration, which is focused on improved learning for both the adults and children, schools improve. These leaders create urgency, a thirst for sharing and understanding. They are able to build and sustain relationships. These leaders are also able to create a coherent plan for school improvement while rallying an ongoing deep commitment in staffs for improvement.

Remember, great leaders have power by disposition not position. Energy, enthusiasm and hope-giving are three of their many strengths.





Working to Make a Difference in Academically Deficient Schools

By Ginny Vandelicht,
Assistant Director, Missouri School
Improvement Program

The 1993 Outstanding Schools Act requires that the Department of Elementary and Secondary Education identify Academically Deficient Schools in the State of Missouri. After a building has been identified as Academically Deficient by an educational audit, the State Board of Education appoints a Management Team for the building. The statutory role of the Management Team is to provide recommendations to assist the building in addressing the issues the Audit Team identified as contributing to the deficient status of student achievement in the building. However, as we have progressed in the Management Team work, it is exciting to see the relationships that are developing between members of the Management Team and staff in the Academically Deficient School.

It is not surprising that initially, some members of the staff look at the Management Team with skepticism and even suspicion. It is not surprising that they perceive that the team is there to "tell us what to do." In fact, nothing could be further from the truth. The Management Teams endeavor to find processes in the building that are already working or that have the potential to contribute to improving student achievement. In many cases, the Management Team has even taken on an advocacy role in trying to assist the building overcome some hurdles within the district bureaucracy. In addition, Management Teams also have the role of "critical friends." They often must ask the hard questions in an effort to help a staff do self-examination of the instructional practices within the building.

It seems the real power that comes from the collaboration of Management Team members and school staff is in the relationships that build over time. We certainly hope that from those relationships will spring further collaboration as all parties work towards the goal of improving student achievement for all students.



Prisoners of Time, Revisited

By Gary Manford, Supervisor,
Leadership Academy

U.S. Commissioner of Education William T. Harris argued in his annual report that it was a great mistake to abandon the custom of keeping urban schools open nearly the entire year. He complained of a "distinct loss this year, the average number of days of school having been reduced from 193.5 to 191," and wrote:

The constant tendency has been toward a reduction of time. First the Saturday morning session was discontinued; then the summer vacations were lengthened; the morning sessions were shortened; the afternoon sessions were curtailed; new holidays were introduced; provisions were made for a single session on stormy

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days, and for closing the schools to allow teachers to attend teachers' institutes. The boy of today must attend school 11.1 years in order to receive as much instruction quantitatively, as the boy of fifty years ago received in eight years. It is scarcely necessary to look further than this for the explanation for the greater amount of work accomplished in the German and French than in the American schools.

<http://www.ed.gov/pubs/PrisonersOfTime/Prisoners.html>

No, Bill Harris hasn't replaced Rod Paige. Bill Harris was Commissioner in 1894. What have we learned in 100 years? The obvious thing is that our current 174 days of school must be better than 191. That is said with tongue-in-cheek; however, at first glance that would have been my answer.

The *Prisoners Of Time*, a Report of the National Education Commission of Time and Learning, was written in 1994. I found it on the web while looking for some "time" information. I

came across it again as a reference in the National Staff Development Council's Standards for Staff Development. Educators need to read it and not just nod a cursory agreement, but gather a new determination to break the bonds of time.



The School Portfolio and Decision Making

By Dr. Cheryl Cozette, Assistant Superintendent of Elementary Education, Columbia Public Schools

We began using the School Portfolio in Columbia Public Schools during the 1999-2000 school year. Schools that have used the Portfolio have used it in various ways, to fit the needs of their particular school improvement efforts. The use of the Portfolio has impacted decision-making positively in our district. Because the Portfolio is adaptable to various school improvement structures, that

impact on decision-making has been diverse. In schools where the Portfolio is the school improvement process, the Portfolio drives decisions regarding school improvement throughout its development. In schools where the Portfolio is the *product* of school improvement, the impact on decision-making has been from the review of the results that are documented in the Portfolio.

The Portfolio has been the catalyst for turning data into information in our district. As school improvement teams have worked with the Portfolio, they have identified areas where data was either needed or incomplete. This is leading to a more systemic collection of data at both the district and the building levels. The use of the Portfolio has also enhanced the use of data to monitor results. The Information and Analysis section has allowed school teams to evaluate results and make decisions for their school based on those results. Results-based decision-making has been one of the primary outcomes of the use of the Portfolio. Student achievement, which has always been a focus, is now monitored on an ongoing basis, and changes in instruction are made, based on results from data

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Calendar of Events

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that is being collected. That data is often summarized and organized in the School Portfolio.

The use of multiple measures of assessment is becoming standard procedure in our schools. Principals use both hard and soft data as a basis for decision-making. Perceptual data is viewed as a valuable tool for viewing the "big picture" and assisting in decision-making and program planning. The use of the School Portfolio has underscored the importance of using multiple measures of assessment for effective decision-making.

The School Portfolio is not only a process, it is also product. The Portfolio can be a tool used to provide tangible evidence of progress toward goals. It can also be documentation of the school improvement process. As a process or a product, the Portfolio positively impacts decision-making by providing participants with a discussion piece as well as substantiation of progress and deficits in the evaluation of improving student achievement. 

<u>Date</u>	<u>Topic</u>	<u>Presenter</u>	<u>Location</u>
January 26 - 29	Winter Satellite Academy	LA Staff and others	Lake of the Ozarks
January 30 - 31	Leadership and Facilitation for the Adaptive Schools	Dr. Robert Garmston	Columbia
February 19-20	Framework for Understanding Poverty & Learning Structures	Dr. Rita Pierson of Ruby Payne Associates	Columbia
March 16-18	Show-Me Development Conference	Various Speakers	Lake of the Ozarks
April 1	Assessing Impact: Evaluating Staff Development	Joellen Killion	Columbia
April 15 - 16	Framework for Understanding Poverty & Learning Structures	Kim Ellis of Ruby Payne Associates	Jefferson City
May 1	Selected Exemplary Schools for Professional Development	Winners of the Commissioner's Award of Excellence for Professional Development	Columbia
June 9-10	Divergent Ideas, Compatible People: Developing Data-Driven Dialogue Capacities in Schools	Laura Lipton and Bruce Wellman	Columbia
June 19-21	Satellite Academy Graduation	LA Staff and Others	Lake of the Ozarks
July 17-19	Satellite Academy Kickoff	LA Staff and Others	Lake of the Ozarks

Don't forget the Professional Development Series starting in January.

Space is still available.

Check out the web site at <http://www.dese.state.mo.us/divteachqual/leadership/pdseries/index.html> for more info.